

QUICK REVIEW This activity reviews ways of starting and ending conversations. Students work on their own and write six sentences that they can say to start and end conversations at a party. Students compare sentences in pairs. Ask students to share their sentences with the class.

Speaking and Reading

1 Check students understand *fast food*. Students discuss the questions in groups.
Ask students to share interesting answers with the class.

2 a Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article and exercises that follow. The vocabulary is not in the Language Summaries in the Student's Book.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *recipe* /'resəpi/ and highlight the stress on the compound nouns *service station* and *secret recipe*.

b Focus students on the title of the article and the photos. Ask students if they know who the man is (Harland Sanders, the man who started KFC). Students read the article and then put the events in order. Check answers with the class.

2b 3g 4c 5h 6f 7d 8a

c Give students time to read questions a–f. Students read the article again and answer the questions.

d Students work in pairs and compare answers. Check answers with the class.

a Because his mother was out working and he stayed at home to look after his brother and sister.

b It took him nine years. **c** In August 1952.

d He was 74. **e** He died. **f** PepsiCo.

HELP WITH GRAMMAR Past Simple

3 a–d Students do the exercises on their own or in pairs then check in **GRAMMAR 2.1** SB p130. Check answers with the class.

| a | positive | negative |
|---|-----------------|-------------|
| 1 | stayed, learned | didn't open |
| 2 | went, left | didn't have |
| 3 | was, were | wasn't |
| 4 | could | couldn't |

- Check students understand that we use the Past Simple to talk about the past. We know **when** these things happened.
- **b 1** For regular verbs, see the spelling rules in **GRAMMAR 2.1** SB p130. There is no rule for irregular verbs. **2** We make the Past Simple negative with: subject + *didn't* + infinitive + The Past Simple negative of *be* is *wasn't* or *weren't* and the Past Simple negative of *can* is *couldn't*. We don't use *didn't* with the verbs *be* and *can*.
- Point out that we don't use the Past Simple of the main verb in negative sentences:
I didn't went to work yesterday.
- Highlight the **TIP** and point out the Irregular Verb List, SB p167, to your students.
- **c 1** We make Past Simple questions with: (question word +) *did* + subject + infinitive + **2** We make Past Simple questions with *be* with: (question word +) *was/were* + subject + **3** Questions **e** and **f** are subject questions, so we don't use *did* (see **GRAMMAR 1.2** SB p128).

- 4 a** Students do the exercise on their own.
b Students work in pairs and compare answers. Check answers with the class.

died; needed; worked; had (irregular);
became (irregular); started; stopped;
came (irregular); decided; developed;
made (irregular); sold (irregular);
continued; visited; travelled;
bought (irregular)

Don't point out that verbs ending in a /t/ or /d/ sound have an extra syllable /ɪd/ at this stage as this is dealt with in the Help with Pronunciation section on SB p21.

- 5 a** Focus students on the photos and the text. Ask if students have used Michelin guide books or maps. Check students understand *tyre* and *star* (= a way of rating how good something is). Students read the article about the Michelin Guides and fill in the gaps with the Past Simple forms of the verbs in brackets.
- b** Students check answers in pairs. Check answers with the class.

2 developed 3 made 4 sold 5 were 6 wanted
7 wasn't 8 didn't have 9 couldn't 10 didn't know
11 could 12 wanted 13 needed 14 wrote
15 didn't start

Vocabulary and Speaking

Past time phrases

- 6 a** Check students know *the sixties* and *century*. Students work on their own or in pairs and put the time expressions in order starting with the furthest in the past (*in the nineteenth century*). Check answers with the class.

2 in 1900 3 eighty years ago 4 in the sixties 5 in July last year 6 last week 7 the day before yesterday

- b** Students do the exercise on their own or in pairs, then check in **VOCABULARY 2.1** SB p129.

- We use **ago** with the Past Simple to talk about a time in the past: *We got married six months ago.*
- We use **last** to say the day, night, week, etc. in the past that is nearest to now: *I saw Jo last Friday.* (= the Friday before now).
- We use **last** with **days** (*last Friday*), **months** (*last May*), **seasons** (*last summer*) and in various fixed phrases: *last night, last week*, etc.
- Highlight that we don't use a preposition with **last** (*last weekend* not *in last weekend*) and we say *yesterday morning/afternoon/evening*, not *last morning*, etc.
- Point out that with the Past Simple we can use **on** with days to mean **last**: *I bought it on/last Friday.*
- We use **in** with years (*in 1900*) and months (*in July*) and **in the** with decades (*in the sixties*) and centuries (*in the nineteenth century*).

- 7** Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

- a** Pre-teach *stay up late*, *take a day off* and *unusual*. Focus students on the question prompts in the first column and check they understand the meaning of *When did you last ... ?* (= When was the time in the past nearest to now that you ... ?) Students do the exercise on their own. While students are working, check their questions for accuracy and help with any problems.

- b** Drill the questions and answers in the speech bubbles to remind students of the language they need to do the exercise.

Students work with their partner and take turns to ask and answer their questions. Encourage students to use short answers with *ago*, *last* and *in*, and to ask more follow-up questions if possible. While they are working, monitor and correct any mistakes you hear. Ask students to share interesting answers with the class.

Get ready ... Get it right!

- 8** Ask students when people usually go out for a special meal (birthdays, anniversaries, to celebrate something, etc.). Students work on their own and use the prompts to make notes on the last special meal they had. Monitor and help with vocabulary if necessary.

- 9 a** Students work in pairs and take turns to tell each other about their meals, as shown in the speech bubbles. Encourage students to ask questions to find out more information. While students are working, monitor and help with any problems.

- b** Ask a few students to tell the class about their partner's special meal. Finally, find out if anyone didn't enjoy their meal and the reasons why they didn't.

WRITING

Ask students to write about the meal they told their partner about in **9a**.

FURTHER PRACTICE

Ph Class Activity 2A Richard Branson p152 (Instructions p133)

Extra Practice 2A SB p116

Self-study DVD-ROM Lesson 2A

Workbook Lesson 2A p10

2B

How we met

Student's Book p16–p17

Vocabulary relationships (1)

Grammar Past Continuous:
positive and negative, questions

QUICK REVIEW This activity reviews Past Simple *yes/no* questions. Give students a minute or two to write five things they did last week. Students work in groups or go round the class and ask questions with *Did you ... ?* about the things on their list. Students try to find one student who did each thing on their list. Ask students to share interesting answers with the class.

Listening and Speaking

- 1 a** Focus students on the photos. Ask students where they think the people are.

- b** Check students understand *rent*. Students work on their own and match sentences 1–3 to photos A–C.

c **CD1** ▶ 15 Play the recording (SB p154). Students listen and check their answers.

1C 2B 3A

HELP WITH GRAMMAR

Past Continuous: positive and negative

2 **a-c** Students do the exercises on their own or in pairs then check in **GRAMMAR 2.2** ▶ SB p130. Check answers with the class.

- **a** 1 travelling 2 met 3 travelling 4 Yes, it did.
5 *met* is in the Past Simple; *was travelling* is in the Past Continuous.
- We use the Past Continuous to talk about an action that was in progress when another (shorter) action happened. The Past Continuous action might continue after this point.
- Focus students on the timeline in **GRAMMAR 2.2** ▶ on SB p130, which shows the relationship between the longer action (*was travelling*) and the shorter action (*met*).
- **b** Positive: *was*; *were* Negative: *wasn't*; *weren't*
- Go through the spelling rules for verb+ing forms in **GRAMMAR 2.2** ▶ on SB p131.
- Also highlight that we can use the Past Continuous to talk about an activity in progress at a point of time in the past: *I was working at 9.30*.

3 Use the example to highlight that *was* is pronounced /wəz/ in the Past Continuous.

CD1 ▶ 16 **PRONUNCIATION** Play the recording (SB p154). Students listen and repeat the phrases. Check students copy the stress correctly.

EXTRA IDEA

- You can also ask students to turn to Audio Script **CD1** ▶ 16, SB p154. They can then follow the sentence stress as they listen. Point out the pronunciation of *were* /wə/. Students do more work on the weak forms of *was* and *were* in 7.

4 **a** Focus students on photo A and tell students that it shows Helen and Simon at the bus stop where they met. Pre-teach *offer*. Students do the exercise on their own. Don't check their answers yet.

b Students do the exercise on their own. Early finishers can check their answers to **4a** and **4b** in pairs, but don't check the answers with the whole class yet.

c **CD1** ▶ 17 Play the recording. Students listen and check their answers.

1 were waiting 2 was raining, offered 3 were sitting, gave 4 got 5 saw 6 was talking, didn't say 7 was waiting, stopped 8 offered, invited, was

Vocabulary Relationships (1)

5 **a** Students work on their own and tick the phrases they know, then check in **VOCABULARY 2.2** ▶ SB p129. Highlight the prepositions in the phrases. Point out that *go out with someone* can mean to have a romantic relationship with someone (*John's going out with a woman from work*.) or just to spend time with someone socially (*I'm going out with my classmates this evening*.).

Highlight the difference between *go on a date* (one occasion) and *go out with someone* (a longer-term relationship).

Highlight that we say *get married to someone*, not *get married with someone*.

Point out that we can say *break up (with someone)* or *split up (with someone)*. Also point out that we say *be in love (with someone)*, *be engaged (to someone)* and *be married (to someone)*.

Model and drill the phrases. Pay particular attention to the pronunciation of *engaged* /ɪn'geɪdʒd/ and point out that this word is two syllables, not three.

Note that only the main stress in these phrases is marked in the vocabulary box and the Language Summaries.

EXTRA IDEA

- If you have a low-level class who may not know many of the words in the box, pre-teach the words to the whole class, for example, by telling a short story about a relationship.

b Ask students which phrase in **5a** happens first in a relationship (*meet someone for the first time*). Students work in pairs and put the phrases in **5a** in order. Point out that there can be more than one correct answer. Check answers with the class.

meet someone for the first time; ask someone out; go on a date; go out with someone; fall in love with someone; get engaged to someone; get married to someone; break up with someone; get divorced

Listening and Speaking

6 **a** Focus students on photo B. Tell students they are going to listen to Ray talking about how he met his wife, Claire.

CD1 ▶ 18 Give students time to read sentences 1–5. Then play the recording (SB p154). Students listen and choose the correct answers. Play the recording again if necessary.

Students check answers in pairs. Check answers with the class.

1 England
2 a museum shop
3 a park
4 airport
5 train

b Give students time to read questions 1–5. Play the recording again. Students listen and answer the questions. Students check answers in pairs. Check answers with the class.

- 1 Because most of the people who came to the museum were tourists.
- 2 15 minutes.
- 3 Because he was shy.
- 4 They were waiting for Claire's flight.
- 5 He was waiting by the door to her flat.

EXTRA IDEA

- If you have a strong class, ask students to answer the questions before they listen again and use the recording to check their answers.

HELP WITH LISTENING

Weak forms (1): *was* and *were*

This *Help with Listening* section helps students to understand the weak and strong forms of *was* and *were* in sentences, questions and short answers.

- 7 a** Tell students there are two different ways to pronounce *was* and *were*: the strong form and the weak form.

CD1 ▶ 19 Play the recording. Students listen and notice the difference between the strong and weak forms.

b Ask students to look at Audio Script **CD1 ▶ 18**, SB p154. Play the recording again. Students read, listen and answer the questions. Check answers with the class.

Use examples in the recording to highlight that *was* and *were* are usually weak in sentences and questions, and strong in short answers.

sentences: weak
questions: weak
short answers: strong

HELP WITH GRAMMAR

Past Continuous: questions

- 8** Students do the activity on their own or in pairs by referring back to questions 4 and 5 in **6b**. Check answers with the class.

was, were;
verb+ing

- 9** Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

a Give students time to read about how Linda and Colin met. Check students understand *fall asleep*.

b Students do the exercise on their own. While students are working, check their questions for accuracy and help with any problems.

Student A: 1 What was Colin doing in China? 2 How long ago did they meet? 3 Was Linda going out with anyone when she met Colin? 4 What were they doing when he asked her to marry him? 5 Where did they get married?


Student B: a What was Linda doing in China? b Where were they flying to when they met? c Where did they go on their first date? d Was Colin going out with anyone when he met Linda? e How long ago did they get married?

c Students work with their partner and take turns to ask each other the questions. Student A asks the first question. While students are working, correct any mistakes you hear and help with problems.

Get ready ... Get it right!

- 10** Focus students on the list of prompts. Students work on their own and make notes about a married couple they know. Encourage students to write notes, not complete sentences (*met – 1994; Warsaw airport; on plane to England, etc.*).

EXTRA IDEA

-  Before students do **10**, prepare some notes for a couple you know and write them on the board. Use these notes to tell the class about the couple. Encourage students to ask questions to find out more information.

- 11 a** Students work in groups and take turns to tell the other students about their couple, as shown in the speech bubbles. Encourage students to ask questions to find out more information. While they are working, monitor and help with any problems.

b Students decide which is the most romantic, the most unusual or the funniest story in their group. Finally, ask students to share ideas with the class.

WRITING

Students write the story of the couple they talked about in **11a**. Alternatively, students write the story of the couple that they thought was the most romantic, the most unusual or the funniest.

FURTHER PRACTICE

Ph Vocabulary Plus 2 Weddings p198
 (Instructions p193)

Ph Class Activity 2B Husbands and wives p153
 (Instructions p134)

Extra Practice 2B SB p116

Self-study DVD-ROM Lesson 2B

Workbook Lesson 2B p11

QUICK REVIEW This activity reviews the Past Continuous. Students work on their own and write five times (for example, 8.30 a.m.). Put students into pairs. Students take turns to ask what the other was doing yesterday at the times on their list. At the end of the activity, ask students to share interesting answers with the class.

Reading

- 1 a** Check students understand *coincidence*. Ask students to share any interesting stories about coincidences with the class.
- b** Pre-teach the vocabulary. (This vocabulary is not in the Language Summary.)
Point out the irregular Past Simple forms of *sink* (*sank*) and *shoot* (*shot*).
Model and drill the words/phrases. Pay particular attention to the pronunciation of *survivor* /sə'vaɪvə/ and *drown* /draʊn/. Point out that *restaurant* is two syllables, not three.
- c** Students read the article and match coincidences 1–3 to pictures A–C. Students check answers in pairs.
Check answers with the class.

1C
2B
3A

- 2 a** Students do the exercise on their own then check answers in pairs.
Check answers with the class.

- 1 Roger Lausier nearly drowned. Alice Blaise saved him.
- 2 Roger Lausier saved Alice Blaise's husband.
- 3 The stories are all about people called Hugh Williams who survived after boats sank at sea.
- 4 Yes, they did. (They were uncle and nephew.)
- 5 They looked exactly the same; they were born in the same town on the same day; they both had wives called Margherita; Umberto became king on the same day the restaurant owner opened his restaurant; they died on the same day.

- b** Put students into pairs. Students discuss which coincidence they found most surprising and why. Ask students to share their ideas with the class.

EXTRA IDEA

- Students do a class survey to find out which coincidence the class found most surprising. Alternatively, do a class vote.

Vocabulary Adjectives (1)

- 3 a** Check students understand definitions a–e and focus students on the example. Find *amazing* in the article and elicit the meaning. Point out that you can sometimes guess the meaning of a word by understanding the rest of the sentence or by recognising a similar word in your language or another language you know.

Students work in new pairs and try to match the adjectives to the definitions, then check in **VOCABULARY 2.3** SB p129. Check answers with the class.

Highlight that *incredible/unbelievable* both mean *very difficult to believe*. Point out that *extraordinary* has a stronger meaning than *strange*, but that both mean *very unusual*.

b unexpected **c** unfortunate **d** incredible, unbelievable **e** strange, extraordinary

- b** Students work in pairs and take turns to test each other on the words as shown in the speech bubbles.

Listening and Speaking

- 4 a** Focus students on the photo and the book cover. Ask students if they know who the man is (the actor Anthony Hopkins) and if any of them have heard of the book *The Girl from Petrovka*.

CD1 20 Play the recording (SB p154). Students listen and answer the questions.

Check answers with the class.

1 On a seat near him while he was waiting for a train. 2 Because the book Anthony Hopkins found was George Feifer's personal copy that he lent to a friend two years earlier. / Because the book Anthony Hopkins found was the same book George Feifer lent to a friend two years earlier.

- b** Focus on sentences a–h. Students work in pairs and try to put the events in the order they hear them. Play the recording again. Students listen and check their answers.

2e 3g 4f 5b 6c 7d 8h

HELP WITH LISTENING

Weak forms (2): the schwa /ə/

This *Help with Listening* section focuses on the schwa sound and introduces some common weak forms that contain this sound.

- 5 a** **CD1** 21 Play the recording. Ask students to listen to the difference between the strong and the weak forms of the words. Play the recording again if necessary.

b Students look at Audio Script **CD1 ▶ 20**, SB p154. Play the recording again and ask students to notice the sentence stress and weak forms. Students listen and decide if weak forms are ever stressed (they aren't). Point out that it is important for students to recognise weak forms, as they are much more likely to hear these words in their unstressed weak form than the strong form that they might expect. Note that only the weak forms *and*, *to*, *of*, *was*, *were* and *from* are marked in the Audio Script. Other weak forms, for example, *the*, are not marked so as not to overload students. Weak forms are focused on again in lesson 7C.

HELP WITH VOCABULARY

Connecting words (1)

6 a-b Students do the exercise on their own or in pairs, then check in **VOCABULARY 2.4 ▶** SB p129. Check answers with the class.

- Highlight the example and point out that we use *until* to say something stops or starts at this time.
- We use *because* to give the reason for something.
- We use *so* to give the result of something.
- We can use *while* and *when* for things that happen at the same time.
- Focus students on the **TIP**. Point out that when a long and short action happen at the same time, we can't use *while* with the Past Simple: ~~He was waiting for his train home while he saw a book on the seat near him.~~
- Also highlight that we use *when* for things that happen one after another: *When I got home, I called my brother.*
- *When* and *while* can both go at the beginning or in the middle of a sentence.

7 Students do the exercise on their own, then check their answers in pairs. Check answers with the class.

1 because 2 While 3 when 4 because
5 While 6 so 7 until

8 a Go through the prompts with the class and check students understand them.

Students work in pairs and think of an interesting story that happened to them or someone they know. Students make notes based on the prompts. While students are working, monitor and help with any new vocabulary.

b Students work in groups and take turns to tell their stories using the notes they wrote in **8a**. Finally, ask students to decide which story was the most interesting.

WRITING

Students write one of the stories they heard in **8b**. Remind students to use past verb forms and connecting words. If students don't finish their stories in class, ask them to do so for homework. Ask students to share the stories in the following class.

FURTHER PRACTICE

Ph Class Activity 2C Androcles and the lion p154 (Instructions p134)

Ph Extra Reading 2 Flash mobs p216 (Instructions p209)

Extra Practice 2C SB p116

Self-study DVD-ROM Lesson 2C

Workbook Lesson 2C p13

▶ REAL 2D WORLD

Internet dating

Student's Book p20–p21

Real World finding things in common

QUICK REVIEW This activity reviews connecting words. Students work in pairs and try to remember as much as they can about Roger Lausier, Hugh Williams, King Umberto I and Anthony Hopkins. If students need help, tell them to look back at lesson 2C and make notes about each person. Students take turns to tell each other about each coincidence. Remind them to use *until*, *while*, *so*, *when* and *because*. At the end of the activity, ask students to tell the class about the coincidences.

1 Focus students on the photo of Jackie and her profile. Elicit that the profile is from an internet dating website. Remind students that Jackie was at the party in lesson 1D. Ask students if they remember what kind of restaurant Jackie works in (an Italian restaurant). Note that internet or online dating is now a very popular way of meeting a partner in the UK. Students work in groups and discuss the questions. If possible, make sure there are both men and women in each group. Ask each group to share their ideas with the class.

- 2 a Check students understand *profile*, *share*, *special*, *ideal* and *match*.

Students read Jackie's profile and decide if the sentences are true or false.

- b Students work in pairs and compare answers. Check answers with the class.

2 F (She's generally happy with her life, but would like to share it with someone.) 3 F (She also likes staying at home and cooking dinner for friends.) 4 F (She loves tennis and does judo.) 5 T 6 T

WRITING

Students write their own profile, using Jackie's profile as a model. Remind them to describe themselves and describe the type of partner they are looking for. When they have finished, collect in the papers and then read out some of the profiles. Students guess who wrote them.

- 3 a Check students understand *date* and make sure students remember the meaning of *nervous*. Explain that Jackie has two dates with two different men. **VIDEO** 2.1 **CD1** 22 Focus students on photo A. Play the video or audio recording (SB p154–p155). Students watch or listen and put the things in the order they hear them. Check answers with the class.

2b 3a 4e 5d

- b **VIDEO** 2.2 **CD1** 23 Focus students on photo B. Play the video or audio recording (SB p155). Students watch or listen and put the things in the order they hear them. Check answers with the class.

1d 2b 3c 4e 5a

- c Focus on the lists in 3a and 3b. Play the first video or audio recording again. Students watch or listen and identify which things Jackie has in common with Damon. Play the second video or audio recording again. Students watch or listen and this time identify which things Jackie has in common with Kevin. Students check answers in pairs. Check answers with the class.

in common with Damon: a holiday in Japan, cooking, feeling nervous, working in the evening
in common with Kevin: dogs, judo

- d Discuss with the class who students think Jackie will want to see again and why. Take a class vote.

REAL WORLD Finding things in common

- 4 a–d Students do the exercises on their own or in pairs, then check in **REAL WORLD 2.1** SB p131. While students are working, draw the table from 4c on the board so that you are ready to check their answers. Check answers with the class.

- a 1 It's the same for me. 2 We use *So* in positive sentences and *Nor* in negative sentences.
- Highlight the word order: *So/Nor* + auxiliary + *I*. Also check students understand that we use these phrases when we agree or disagree with a statement and not when we are answering questions.
- b Person B is saying 'It's different for me.' Point out that after positive sentences we use a negative form of the verb and after negative sentences we use a positive form of the verb.
- c ✍ Elicit the answers from the class and fill in the gaps in the table on the board (see the table in **REAL WORLD 2.1** SB p131). Ask students to identify the auxiliaries in each group and underline them on the board: *I'm a bit nervous*. *So am I*, etc.
- Tell students that when we agree with positive and negative sentences in the Present Simple and Past Simple we use *do*, *does* and *did*: *I live in London*. *So do I*; *I had a great time*. *So did I*.
- Highlight that we can say *Yes* or *No* before phrases with *so* or *nor*.
- Remind students that we can also use *Me too* to agree with positive sentences and *Me neither* to agree with negative sentences.
- Point out that there are two ways to pronounce *neither*: /'naɪðə/ and /'niːðə/. Both are correct.
- Focus students on the **TIP**. Point out that we can say *Nor ...* or *Neither ...* to agree with negative sentences.

- 5 **CD1** 24 **PRONUNCIATION** Play the recording. Students listen and repeat the responses in 4c. Focus on stress, and check students stress the responses correctly, as in the examples.

- 6 Focus students on the examples and point out that students must write two responses to each sentence, to say it's the same or different for them for each sentence. Students work on their own and write their responses. Early finishers can check answers in pairs. Check answers with the class.

2 Nor do I./Oh, I do. 3 So do I./Oh, I don't.
4 So did I./Oh, I didn't. 5 Nor am I./Oh, I am.
6 Nor did I./Oh, I did. 7 Nor do I./Oh, I do.

- 7 **CD1** 25 Play the recording (SB p155). Students listen to the six sentences and say it's the same for them. Play the recording again. Students listen again, this time saying it's different for them.

It's the same for you: 1 Nor am I. 2 So am I.
3 Nor do I. 4 So do I. 5 Nor did I. 6 So did I.
It's different for you: 1 Oh, I am. 2 Oh, I'm not.
3 Oh, I do. 4 Oh, I don't. 5 Oh, I did. 6 Oh, I didn't.

- 8 a** Students do the exercise on their own. While students are working, check their sentences for accuracy and help with any problems.
- b** Students work in pairs. If possible, put students with someone they haven't worked with so far in the lesson. Students take turns to say their sentences and say if it's the same or different for them. Tell students to make a note each time they find something they have in common. Encourage them to continue the conversations if possible. Finally, ask students to tell the class the things they have in common with their partner.

FURTHER PRACTICE

Extra Practice 2D SB p116
Self-study DVD-ROM Lesson 2D
Workbook Lesson 2D p14
Workbook Reading and Writing Portfolio 2 p66
Progress Test 2 p242

HELP WITH PRONUNCIATION

Past Simple: regular verbs

This *Help with Pronunciation* section reviews the pronunciation of *-ed* endings first introduced in **face2face** Second edition Elementary Unit 6.

- 1 a** Focus students on the verbs. Students work in pairs and take turns to say the Past Simple of each verb.
- b** **CD1** ▶ 26 Play the recording. Students listen and check. Check answers with the class.

Focus on the phonemes for the sound /ɪd/. Ask students which Past Simple forms end with the sound /ɪd/. Draw students' attention to the **TIP**. Remind them that when a verb ends in /t/ or /d/, then *-ed* is pronounced and the Past Simple form ends with /ɪd/. Use *decide* to highlight that we focus on the sound of the end of the verb (/d/ here), not the spelling of the verb.

wanted /ɪd/; offered; needed /ɪd/; decided /ɪd/; moved; started /ɪd/; stayed; visited /ɪd/; stopped; opened; closed; waited /ɪd/; continued; liked; travelled; developed; hated /ɪd/; learned; worked; loved

c Play the recording again. Students listen and repeat the Past Simple forms.

d Students do the exercise in pairs.

- 2 a** **CD2** ▶ 27 Play the recording. Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2b 3a 4b 5b 6a

b Play the recording again. Students listen and repeat the sentences.

Finally ask students to say one sentence each. Check they pronounce the Past Simple form correctly, and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p21. See p34 for ideas on how to exploit this section.

Extra Practice 2

See p35 for ideas on how to exploit this section.

2A

- 1 2 buy; bought (irregular) 3 decide; decided 4 sell; sold (irregular) 5 visit; visited 6 make; made (irregular) 7 have; had (irregular) 8 start; started
- 2 a 2 met 3 worked 4 left 5 did 6 became 7 ate
 b 2 Who did Jan meet yesterday? 3 When did Jan and Tom work together? 4 Why did Tom leave his job? 5 When did Tom become manager of a KFC restaurant? 6 Where did Jan eat last night?

2B

- 3 fall in love with someone; get divorced; go on a date; get engaged to someone; go out with someone; ask someone out; break up with someone
- 4 2 While he was getting out of his taxi, the taxi door hit my bike. 3 Josh took me to hospital in the taxi. 4 While we were waiting to see a doctor, Josh asked me out. 5 We went on our first date two weeks later. 6 Then one day, while we were walking in the park, he asked me to marry him. 7 We got married sixteen years ago!

2C

- 5 2 amazing 3 unexpected 4 unfortunate
 5 incredible 6 unbelievable 7 extraordinary
 6 2 When 3 because 4 When or While 5 so
 6 until 7 so 8 when or while 9 because

2D

- 7 3 Nor did I. 4 So did I. 5 Nor do I. 6 Oh, I did.
 7 So am I. 8 Oh, I didn't. 9 So do I.
 10 Oh, I'm not. 11 Oh, I did. 12 Nor am I.
 13 Oh, I don't. 14 Oh, I do.

Progress Portfolio 2

- See p35 for ideas on how to exploit this section.